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THE SCHOOL REVIEW

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THE HIGH-SCHOOL REPEATER

Assistant Superintendent Thomas R. Cole of Seattle, Washington, supplied the *School Review* with the following statement:

The article by Dr. Judd in the February number of the *School Review* calling attention to the problem confronting the secondary schools is most timely.

The high schools have been growing by leaps and bounds, and the cost has become a real burden in many communities. In Seattle, for example, during the year 1919-20 the high-school enrolment increased over eleven hundred. During the present year 1920-21 the growth has been equally as large, while there has been no increase in the number of pupils over the previous year in the elementary schools. Twenty-one per cent of all the pupils in the Seattle schools today are attending the high schools. The graduating classes this year will number over thirteen hundred. The per capita cost of educating over eight thousand high-school boys and girls last year was \$143.00.

These figures are most encouraging from the standpoint of the interest taken in secondary-school education, and the city stands ready to erect new schools, one a year if necessary, to accommodate the rapidly growing attendance. We have come to the conclusion, however, that it is time to consider the advisability of carrying in the high schools from semester to semester students who are continual repeaters. With this point in mind, the Board of Education at a recent meeting adopted the following rule:

"A student who does not pass in at least three subjects, in addition to the required work in gymnasium, during any semester in high school, will be

placed on probation at the beginning of the following semester, notice to the parent or guardian being given simultaneously. Failure to maintain a passing grade in three subjects during the probation semester shall cause him to be dropped from school at any regular report time during the semester, or at the close of the semester, provided the parent or guardian has been duly warned. The time of dropping a pupil, whether it be at any regular report time period or at the end of the semester, shall be left optional with the principal.

"A pupil dropped from school on account of poor work will not be reinstated before one semester has elapsed after the close of the semester in which he was dropped.

"Exceptions may be made to the rule in case of illness or of part-time attendance.

"Students at this present date who have failed to pass in three subjects during the past two semesters or more shall be placed on probation immediately, with the understanding that they will be dropped at the end of this semester, unless they meet the requirement to pass in three subjects."

The teachers have heartily welcomed the scholarship ruling. It is not the wish of the principals to eliminate pupils from school, but rather to have them understand that high-school attendance is a privilege and that pupils who accept this privilege should do so with the intention of putting forth a worthy effort.

YALE ENTRANCE EXAMINATIONS

Yale has gone a step farther in reducing the number of examinations which must be passed by candidates for admission than has any other of the "eastern" or "examining" colleges. The statement issued by the chairman of the Committee on Admissions is as follows:

Upon the recommendation of his principal or head master a candidate whose school record shows that he has completed with certificate grades in an accredited secondary school a four-year course covering the subjects required may gain admission to college by passing examinations in those four subjects in the following list which most nearly correspond with the work of the regular school curriculum for the senior year: English (comprehensive) and three of the following: Greek, history, Latin, mathematics, modern language, and science.

The examination system was necessary at one time when boys prepared for the most part under the guidance of tutors, for in those days there were no well-standardized high schools. The examination has become in modern times a relatively clumsy device for adjusting the student's institutional relations. The subjects taught in high school have increased in number, and the

legitimate methods of teaching these subjects have multiplied to the point where it is distinctly unwise for any college staff to attempt to dictate the exact work which shall be done in preparing for a higher education. There are other ways of finding out about a student's preparation which are less likely to fall into error and commit injustice. Yale has doubtless been brought to a realization of these facts both by her own experience and by observation of the success of the certificating system which is in common practice west of the Allegheny Mountains. It is to be hoped that the example which is thus wisely set will attract the attention of other institutions along the Atlantic seaboard.

FIRST AID AND PHYSIOLOGY

During the war the women of a great many communities became interested in the methods of administering first aid, and classes were conducted by agents of the Red Cross and by local physicians. The war-time interest has left here and there its traces in peace-time practices. One of these is to be found in the Community High School of Carlinville, Illinois, where one of the teachers, Miss B. Eva Hoehn, has organized a first-aid course as laboratory work in physiology. The course is taught twice a week in laboratory periods of ninety minutes. The supplies for the course are obtained from the American Red Cross or made by the students as directed in the Red Cross text and the *Advanced First-Aid Instruction for Miners*, which is supplied by the Bureau of Mines, Washington, D.C.

Some idea of the content of the course can be gained from the following descriptions of a number of lessons selected from Miss Hoehn's syllabus:

LESSON I: Relation of first-aid to doctor; characteristics of good first-aid; safe delivery to doctor; shock, meaning; treatment; stimulants, use and abuse; folding of triangular bandage; tying of reef knot.

LESSON II: Bandages, kinds and uses; characteristics of good and poor bandaging; application of triangular, roller, and four-tailed bandages and compress; practice in bandaging forehead, eye, jaw, and top of head with triangular bandage.

LESSON VI: Continued study of skeleton; relation of muscles and bones in fractures and dislocations; injuries in which skin is not broken: bruises, strains, sprains, dislocations, simple fractures, and treatment in each case.

LESSON VIII: Review reducing and padding dislocations; nature and kinds of fractures; symptoms of fractures; dangers in compound fractures; careless handling of simple fractures; improvised splints; practice in splinting fractures of upper arm and forearm.

LESSON XIV: Skin a protective covering; wound defined; pus germ and blood poisoning; kinds of wounds; meaning of clean dressing; treatment of wounds; practice in handling compress; dressing wounds of forehead, temple, ear, and palm; opening folded gauze and applying to shoulder, chest, and shoulder-blade; compound fractures of hand and wrist.

LESSON XV: Discussion of relative value of bichloride of mercury, carbolic acid, peroxide, and iodine as disinfectants; location of points of pressure in stopping bleeding: carotid, temporal, occipital, subclavian, axillary, brachial, femoral, popliteal.

LESSON XVII: Study of circulatory system: symptoms of arterial, venous, and capillary bleeding; meaning of hemorrhage; practice in making tourniquets and application; problems in arterial bleeding in various parts of body requiring stopping hemorrhage and dressing wound.

LESSON XIX: Burns of various kinds; treatments; fire prevention and methods of rescuing; sunstrokes; heat exhaustion; frost bites; freezing: symptoms and treatment; practice in treating and bandaging all body burns.

LESSON XXII: Discussion of prevention of drowning; rescuing and treatment; discussion and practice in electric shocks.

LESSON XXV: Poisons: classes, symptoms of each class, treatment of each; practice in assisting patient in walking; carrying by one carrier, three ways; carrying by two carriers, five ways; by three carriers, two ways.

INVESTIGATION OF CLASSICAL EDUCATION

The following statement is issued by Dean West of Princeton University:

I am authorized to announce that the General Education Board has appropriated \$60,000 to provide for an investigation of classical education in the secondary schools of the United States. The investigation will be conducted by the American Classical League and will probably require three years for its completion. It will be in the general charge of an advisory committee, with the co-operation of eight regional committees for the following districts: New England, Middle states, the South, Central West, Southwest, Northwest, Rocky Mountain states, Pacific Coast. When the work has been definitely mapped out, three expert investigators will be appointed. The advisory committee will ordinarily meet alternately in New York and Chicago. The regional committees will meet at such places as may be hereafter arranged. The co-operation of the regional committees is a necessary and most important part of the plan. The investigation will have three stages: first, finding the actual facts, so that the existing situation may be clearly known; second,

analysis and criticism of these ascertained facts; third, and most important, preparation of a progressive constructive plan for the teaching of classics in the secondary schools of the United States. The timeliness and importance of such an investigation need no comment. At the end of the work a full report will be prepared and published.

The expert investigators are not yet appointed, but several names are already under consideration. Advisers in other subjects, such as English, modern languages, and history, may be specially appointed later. The regional committees are in process of formation. The advisory committee is almost completed and is constituted as follows: Andrew F. West, Princeton University, chairman; A. L. Bondurant, University of Mississippi; W. L. Carr, Oberlin College; Roy Flickinger, Northwestern University; Mason D. Gray, East High School, Rochester, N.Y.; Richard M. Gummere, Penn Charter School, Philadelphia; Gonzalez Lodge, Teachers College, Columbia University; W. V. McDuffee, Central High School, Springfield, Mass.; F. J. Miller, University of Chicago; Henry Pennypacker, formerly of Boston Latin School and now of Harvard University; Frances E. Sabin, University of Wisconsin; Julius Sachs, New York City; A. T. Walker, University of Kansas; Samuel Webb, Jr., Bellbuckle School, Bellbuckle, Tenn.

STUDENT SELF-GOVERNMENT

There have been a great many experiments in student self-government. The cases in which the experiment has been abandoned ought to be described by some careful investigator who will look up the causes of failure. Probably most of these unsatisfactory experiments can be explained by the fact that teachers and principals have not always recognized that high-school students cannot assume responsibility for their own conduct except after a long course of carefully controlled practice. As long as self-government is treated as a part of the educational machinery of the school and is properly supervised it inspires the largest interest and loyalty on the part of students. As soon as the educational help of the principal and teachers is withdrawn and the system is allowed to go its own course, it is likely to fail.

The following description of a new example of the school city is quoted from the *Educational News Bulletin* of the state of Wisconsin:

Some years ago the "School Republic" plan of government attained a wide popularity and achieved remarkable results, but it never seems to have been popular in Wisconsin. This is to be regretted, for never was the country

so in need of real leaders to lead our good citizens in everything that is for the public good, and to educate the other citizens to be good.

In an attempt to give this plan of student self-government a thorough trial Principal Chester W. Collman has introduced this School Republic at Palmyra in the high school and grammar room, which are both on the same floor. The results have been all that could be expected and more. The system not only gives the pupils a wonderful training in character development, but shows the actual working of the laws and principles they have studied from a distance in the civics class. They see before their eyes the weaknesses of human nature and the dangers that beset every form of government no matter how nearly perfect it may be.

The plan operates under the name "School City," and it is planned in every respect like a typical American city. The principal acts as a board of appeals, also city manager, and his consent is necessary to validate every act of the city. All students who voted in favor of the plan are citizens and members of the Common Council which meets once a week to make necessary laws, thus affording the pupils real practice in parliamentary law, not just make-believe practice as is usually necessarily the case. A president of the council, a girl last semester, who was reelected this semester, presides. The mayor, city clerk, and city treasurer have the usual duties of such officers.

Naturally the most important officer is the chief of police, who is appointed by the fire and police commissions, who in turn are appointed by the mayor. The chief has exclusive charge of all discipline, or rather, of the public welfare, and appoints policemen, who, subject to his orders only, keep order and arrest wrongdoers. Police court is held in the office right after school as often as necessary, and habitual offenders, or those having committed a serious misdemeanor, are held for trial by the Superior Court of three, who are elected by the Common Council and hold trials once a week or oftener, if necessary, following all the usual forms, so far as this is possible. Practicing attorneys to defend the accused, or to give legal advice, are licensed by the city manager (principal) only.

The system has worked out splendidly so far. Although new problems are arising continually the school would not think of giving up this thoroughly democratic and educational system of school government in order to return to the old, more autocratic, system of teacher government.

CONSOLIDATED OR UNION HIGH SCHOOLS

While high-school attendance has been rapidly increasing in recent years in American cities, it is perhaps true that the most impressive expansion of high schools has taken place in those rural districts which have erected such schools through the co-operation of several school districts.

The following description of the work of one of these union schools in Ontario, California, was supplied at the request of the editors of the *School Review* by the principal, Mr. Merton E. Hill:

We have at present a union high-school district including nine elementary-school districts. Two of these are small city districts of about 10,000 population, the remaining seven are rural in nature, having a varied agricultural population. To the south the farmers are interested in dairying; the farmers to the south and east in the production of deciduous fruits, particularly apricots and peaches; to the east we have thousands of acres set out in grapes, particularly wine grapes; to the north and to the northeast the farmers are concerned exclusively with citrus production. Our district is about fifteen miles in length by about fifteen miles in width.

While we have a union high-school district, each separate grammar-school district has a board of three members, so you can readily see that I am dealing with nine boards in addition to our High School Board of five members. We formed two years ago an Association of School Trustees. This organization has been of very great use to the high-school district. We have about four meetings a year and talk over our educational matters. We have the very closest co-operation between the high school and elementary school.

It has been a notorious fact that the rural schools of our country have been neglected and that the children in these schools have not had as good advantages as the children of the city districts. We have attempted, through the high school, to bring additional opportunities to the children of the rural districts. During the last two years our high school has provided instruction in the elementary schools in music, drawing, domestic science, manual training, and boy-scout organization, and during the last year we have provided teachers of Spanish for the seventh and eighth grades. For several years the high school has paid the salary providing a boy-scout commissioner who has organized over five hundred boys in scout patrols. Commencing next year we shall give the same subsidy for a worker among the girls and will organize in all the districts the girl-scout patrols.

One of the most interesting factors of our work has been the night school. We established a night school at our high school but, of course, it was evident that we were not serving the people in the rural districts, and so a year ago we established branch evening high schools and sent our teachers out into the rural communities and organized classes. At the present time we have night classes covering all types of work at the Chaffey Union High School, the Tenth and Twelfth Street schools in Upland, the Alta Loma School, the Etiwanda School, the Cucamonga School, and on one of the big ranches at Cucamonga. In all of our evening high schools we have enrolled over nine hundred people, mostly adults. During the present year our enrolment in the day school has been about eleven hundred; you can see that we cover a very good proportion of our territory in an educational way.

In addition to these branch evening high schools, our institution is offering special courses for adults in the day school. We have organized classes in millinery, sewing, and cooking for the women and send our instructors to various portions of the district regularly. We have employed in our agricultural department experts who spend a portion of their time giving instruction in the classroom and the balance of their time out on the farms consulting with the farmers and helping them. Each year we give short courses for the farmers. This year we had about two hundred and fifty farmers enrolled in short courses in deciduous fruits, citriculture, and farm mechanics. Farmers come to the institution from all portions of this section for these short courses. The school, through its agriculture department, is carrying on demonstration farms. We have ten acres in citrus fruits, a twenty-acre dairy farm, and a sixty-acre deciduous fruit farm.

RURAL HIGH SCHOOLS AND TRANSPORTATION

Another phase of the organization of the union rural high school is discussed in a prospectus published by the high school of the Jordan District, Salt Lake County, Utah. The following paragraphs are quoted from the prospectus:

Under consolidation, transportation is, of necessity, one of the big problems. In many parts of the United States it is regarded, by patrons particularly, as the insurmountable obstacle to consolidation. The difficulties are not, however, insuperable.

When consolidation was first effected in Jordan, a transportation fee of five cents per mile above the three-mile limit was allowed students, and they furnished their own means of travel. Some came on horseback, some in private buggies and other vehicles, and occasionally groups would unite in securing a large horse-drawn wagon which would accommodate from twenty-five to thirty students. The building now used as our farm mechanics shop was originally a barn in which the students' horses were safely housed during the day.

Today, all transportation is furnished free. Thirteen bus loads were brought to the high school each morning during the past year, and each pupil was under the parental roof at night.

In all, about 420 out of the total attendance of 548 were transported in auto busses. The students from Midvale, about sixty in number, were given transportation on the electric car line, and those from Sandy and within a radius of two or two and a half miles, are, of course, within walking distance.

Consolidation has assisted very materially in securing good roads throughout the district. This will be true wherever the system is adopted, and from this standpoint alone consolidation is a progressive system and should be encouraged. No one now claims that it is a cheap system of organization

and management, but it is efficient, bringing liberal returns to the students in advantages too numerous to mention here.

As to the success of our present method of transportation, there is no longer any question. The students are on the way but a short time either coming or going; they are comfortable, safe, and happy, and it is a rare occurrence that a bus is late. The cost of transportation is reduced to a minimum, being practically two cents per mile per student, and a high degree of safety and comfort is secured.

Free transportation in Jordan District is not confined to high-school students alone. Twenty vans were used last year in which to transport grade pupils to and from school. This enables us to bring together large enough groups of school children to grade all our schools except one. The pupils of the district, both grade and high school, thus enjoy practically all the advantages of the city and the country combined. Through consolidation, the strictly rural school has been eliminated in Jordan District.

AGRICULTURE IN URBAN HIGH SCHOOLS

The following statement is quoted from the *New York Evening Post*:

It seems like one more instance of "turning the tables" to find city boys learning to plough and sow, yet the idea has been found practical in the Newtown High School, one of the New York City high schools, and will probably spread rapidly to others, according to high-school officials.

There is no question of the need and popularity of agriculture as a part of the regular high-school instruction, provided the minimum requirement as to teachers, equipment, and incidental expenses can be met, says the latest report on high schools. "In the spring of 1919, as a result of the farm service rendered by boys during the war, a course of study was drawn up, adopted by the Board of Superintendents, and put into effect in the Newtown High School in September of that year. The course has been popular from the beginning, and twenty boys are now taking it. Due to a cut in the budget, however, it has not been possible to comply with all state and federal requirements, and the school has been deprived of the travelling expenses of a teacher during the six months of supervised agriculture practice.

Dr. William L. Ettinger, superintendent of schools, also believes there is a real call for agriculture courses, both in suburban and city schools, particularly where the schools are located in open sections. "The testimony which has been given in favor of our farm service for boys in the last two years seems to indicate that there is a growing demand for some kind of agricultural training for city boys," he says in a recommendation to Associate Superintendent Meleney. "These boys have made good on farms with little or no training, have sustained themselves admirably in their regular school work on returning to school, and a number of them are looking forward to agriculture as a life work.

"If no further evidence were available than the fact that more than 90 per cent of the students attending the Farmingdale State School of Agriculture are from New York City, the need of agricultural instruction in the schools would be obvious.

"The course would work something like this," Dr. Ettinger continues, "The first year the students would enter with the rest of the students. Their academic work would be so intensified that they would be ready to go to the land about May 1. The agricultural teacher will go with them and supervise and instruct them, and act as their guardian until November 1. Then they will come back to school and go through with the other years of the course in the same schedule. It is possible that enough work would be available in the vicinity of the school so that they would not be away from home the first year and need not necessarily be taken out of school so early. Local conditions would have to determine the problem of the first year."

Frank A. Rexford, supervisor of farm service and agricultural instruction, at the request of the superintendent of schools, last year took part in a state conference on high-school agricultural courses for city schools, at which a four-year course was approved for all city high schools in New York state interested in organizing them.

DEFINING SCHOOL GRADES

Various systems have been described in earlier issues of the *School Review* for defining more completely to students and teachers the meaning of school grades. The faculty of the high school of Kearney, Nebraska, has worked out a plan which is described in the following bulletin:

A. Purposes of this grading system:

1. To give teachers uniform ideas of the meaning of grades
2. To accomplish a tendency toward more uniform grading
3. To give the teacher a basis for defending the grades he records
4. To familiarize the pupils with required standards

B. Means of accomplishing these purposes:

1. By defining as objectively as possible the grades by groups

Group 1:

- a) Quality of work—95 to 100 per cent perfect
- b) Quantity of work—much more than minimum
- c) Co-operative leadership within class group unusually effective
- d) Effort and progress very superior
- e) Unfailing initiative in new work—very little help from teacher

Group 2:

- a) Quality of work—89 to 94 per cent perfect
- b) Quantity of work—more than minimum
- c) Co-operative leadership within class group effective
- d) Effort and progress very good
- e) Initiative in taking up work—little help from teacher

Group 3:

- a) Quality of work—81 to 88 per cent perfect
- b) Quantity of work—minimum requirement
- c) Effort and progress satisfactory
- d) Gets help when needed—responds willingly to teachers' requests

Group 4:

- a) Quality of work—75 to 80 per cent perfect
- b) Quantity of work—minimum requirement
- c) Effort and progress not wholly satisfactory
- d) Requires much help—much encouragement from teacher

Group 5:

- a) Quality of work—below 75 per cent perfect
- b) Quantity of work less than minimum
- c) Attention unsatisfactory—progress poor

NOTE.—The teacher should keep these definitions not only in his own mind but also in the minds of the pupils.

2. By describing a curve of normal frequency

Group	Grades	Junior and Senior	Freshman and Sophomore
1.....	95-100	5	2
2.....	89- 94	20	18
3.....	81- 88	55	50
4.....	75- 80	18	25
5.....	Below 75	2	5

NOTE.—The curve of normal frequency is a very important factor in this grading system. The teachers are expected to pay to it a proper respect. It is not intended to take away the individuality of the teacher. A teacher will be expected to justify his variation from the curve of normal frequency in the distribution of his grades.

C. To reimpress the grading system upon the pupils:

The teacher shall

1. Advertise the names of all pupils with a first-semester grade in any subject in groups 1 and 2
2. Advertise the names of all pupils with a term grade in any subject in groups 1 and 2

The principal shall

1. Advertise the names of all pupils whose semester grades are in groups 1 and 2
2. Have printed and posted in each room cards showing the definitions of grades

A SCORE CARD FOR RATING TEACHERS

A new contribution to the discussion of how teachers shall be scored is made by Superintendent M. G. Clark of Sioux City,

Iowa, who has prepared a "Point Scale" which gives weighted values to "five standard functions." The following is the table of weights for the five functions:

	Points
1. Basic teaching abilities.....	18
2. Class achievements.....	30
3. Moral and social influence.....	24
4. The school unity.....	16
5. Suggestions.....	12
Total.....	100

The scale is used in classifying teachers as follows:

1. A teacher who earns 69 or less points is necessarily poor. She should change her occupation in justice to her children.
2. A teacher who earns 70 to 74 is only fair. She should seek honest advice as to her future work.
3. A teacher who earns 75 to 79 is good. She evidently needs to give conscious, honest attention to herself and to her better training.
4. A teacher who earns 80 to 92 is in the great medium strong class. If she really belongs there, she will grow from year to year in her rank.
5. The few who earn 93 or better are truly superior. Few teachers would so rate themselves.

The definitions of the fundamental qualities required by this scale cannot be quoted in full, but, as a sample, we may quote the items which make up the function "class achievements," to which the greatest weight is given.

CLASS ACHIEVEMENTS

After all, one's professional success must be measured by the product of one's work. How does a class compare, at the end of a semester, with the same class, at the beginning of the semester? To what extent is the class bettered by the teacher contact? This is the teaching influence that remains after the class has passed on. It is through this element that the teacher continues to live.

1. *Class success.*—With the given environment, has the teacher secured the general results that should be expected for the semester or the year? This is where the "pupils' tests" really measure the teacher. Has she a tendency to excuse herself, or not to hold herself responsible if desired results are not obtained?

2. *Ideals of education.*—Is the class satisfied to "just pass"? Are their eyes fixed upon the minimum, or have they hitched their wagons to an educational star? How does their scholarship ideal rank with their athletic or sport ideal; with their pleasure ideal; with their money-getting ideal?

3. Are the children growing in intelligent habits of study?

4. Do the pupils show marked individuality, initiative, ability as problem-solvers, or are they mere textbook reciters?
5. Does the class show evidences of growing ability in thinking, reasoning, and correct judgments?
6. Are the pupils growing in their ability to use habitually correct English?

The assumptions which are wrapped up in this series of definitions are crucial to any system of teacher-rating. Just in so far as they represent agreement among school officers will the scale serve the purpose which its author describes as follows:

The purpose of this standard is to be helpful to the teachers. It is intended to be constructive, not destructive. It is intended to create confidence between teachers and their principals and supervisors, rather than distrust and antagonisms. It is hoped, therefore, that it will culminate in morale and higher standards.

NEWS ITEMS FROM SECONDARY SCHOOLS

A NEW TYPE OF EXAMINATIONS IN ENGLISH

Springfield High School, Springfield, Illinois.—A new type of examination has been carried on through three years by the entire English department. The three chief purposes are to test the comparative progress of pupils in various sections grouped according to ability, to keep certain common objectives before the entire department, and to give teachers an opportunity to compare the results of their instruction.

Examinations are made to conform to eight standards: (1) No question is to be merely a memory test. (2) Knowledge acquired in one field is to be applied in another. For example, a class that had been studying Burns's poems was asked to write an expository theme that should develop by examples Burns's patriotism. (3) One question in each examination should require pupils to organize their information. A class studying *Macbeth* was directed: Shakespeare's heroes are never weaklings, but each is unfit at some point and is a specialist at other points; show how this is true of Macbeth. (4) One question should test a pupil's power of expression. (5) One should test his judgment. A class which had been reading "The Bunker Hill Oration" was given this problem: A large sum of money was expended on the O'Connor monument to Lincoln erected on the statehouse grounds in our city in 1918.

From your reading of "The Bunker Hill Oration" what do you think Webster, had he given the address dedicating the monument to Lincoln, would have replied to one who objected that this was a waste of public funds? (6) A question in literature should attempt to test artistic appreciation. Here are a few specimens of our attempts. Point out five claims that may be made for beauty in Bryant's poems and illustrate each. Quote a stanza from Burns that appeals to you because of its melody. Put these lines from the *Odyssey* into the proper form for blank verse: "Now that we all to our content have shared the feast and heard the harp, whose notes so well suit with a liberal banquet, let us forth and try our skill in games, that this our guest returning to his country, may relate how in the boxing and the wrestling match, in leaping and in running, we excel." (7) A question needs to be included which will test the pupils' speed and comprehension in sight reading of material paralleling the literature they have been reading. (8) Another question should test pupils' gain in vocabulary. Upon this last problem we are just beginning our experiments.

Classes in each half-year, with the exception of special classes, are given examination questions which are practically identical for all ability groups. In preparing the questions teachers are placed in committees of two, each preparing one set, making several parallels, in order that the slightly varying instruction in different groups may be considered. All sets of questions are submitted to the chairman of the department. The percentage of credit allowed for each type of question is decided by the teachers in consultation.

No teacher marks the papers of her own pupils. Two grades are given each paper, one for the value of the content, and one for the degree of correctness in the mechanics of writing and composition. A common scale, based upon the minimum essentials used in our school, is used in determining the second grade. Results are tabulated on one large chart, showing comparison of classes and of the results of each teacher's work with that of her colleagues. Each group is ranked as having a certain number of pupils at the median, below the median, and above the median for the class, in content, in mechanical correctness, in speed, and in comprehension in sight-reading.

SUSAN E. WILCOX